Using Information Technologies to Foster the Communicative Competence of Students

| Kambarova Dildora Ibrokhimovna | Student in Doctoral Studies (PhD), Fergana State University, Fergana, Uzbekistan |

ABSTRACT

The article under discussion reveals using information technologies to foster communicative competence of students in teaching foreign languages. The author of the article considers that use of the information technologies in the formation of speaking skills is appropriate at different stages of training, as digital educational content helps to diversify the same tasks, increases the motivational component of students, contributes to a better mastering of the material, increases the quality of knowledge, provide students with live communication with native speaker

Keywords: speaking skills, knowledge, information technologies, students, communication, Internet, professional, activities.

Introduction

In modern society, information and communication technologies (ICTs) are being rapidly adopted. In open education and distance learning systems, these technologies are actively used to transfer information and ensure the interaction of teachers and students. The modern teacher must not only master ICT skills, but also become a specialist in his or her professional activity.

Modern society is developing very rapidly, and these changes are taking place both at the level of individual countries and all over the world. For example, documents on changes in normative acts: new ones are added, existing ones are edited. In the course of the general educational process, students' knowledge can become outdated by the end of their studies, so professional knowledge needs to be constantly updated. Students need to learn how to find the necessary information, analyze it in order to apply the information obtained in their professional activities.

Main part

The Internet is a medium in which you can find correct and false information. It is very important to distinguish it. ICT can be used for this purpose.

Information and communication technology is a term that describes various tools, mechanisms, methods and algorithms used to process information. The modern equipment of the basic information and communication complex is a computer equipped with software and relevant additions to the information contained in it [9].

In recent years, the term "information technology" is often synonymous with "computer technology" because all technologies of the information order are associated with the use of computers. However, the term "information technology" is broader and includes computer technology as a component. At the same time, the term "modern information technology" was formed, which at its core uses computer and network facilities.

Information technology in the teaching process of foreign languages and culture is the technical equipment of the educational process in the form of electronic devices and resources. In other words, they are "intellectual tools" mediating learning and teaching. It should be emphasized that information technology is

always an inseparable unity of an engineering solution and the pedagogical resource it contains.

All information technologies can be divided into training, developing and educational. Training technologies are designed for systematic and regular use by a teacher in solving problems of educational activity. Developing technologies are designed to improve actively the cognitive functions of students who use Internet resources. Educational technologies are designed to expand cognitive resources for all users and meet their intellectual needs.

Information technologies, as research shows, increase learning motivation, expand learning capabilities of the teacher, intensify pedagogical and educational activities, push the boundaries of educational space, develop cognitive capabilities of participants, saturate the pedagogical process with electronic resources, equalize educational opportunities of representatives of different social groups. The introduction of information technologies transforms the educational activity of students, which becomes active, constructive, interactive, dialogic and reflective.

The activity of learning activities in the information environment is explained by the fact that students have the opportunity to direct the cognitive process in the direction that interests them. It becomes constructive by virtue of its self-organization, when the goals and tasks as well as the methods of implementation are not imposed by the teacher. Learning becomes interactive due to the interaction in the community of Internet users. The dialogical nature of learning is manifested in the unity of the positions of all participants in the educational process. Reflexivity is ensured by continuous feedback from the partners in the learning activity, as well as by the controlling function of the training simulator programs [1].

Taking into account modern requirements, teaching a foreign language in high school should be communicatively focused in all types of speech activities, special attention should be paid to speaking. Speaking is a productive (expressive) type of speech activity, through which, together with listening, oral-speech communication is carried out [8]. It can have different complexity, from the expression of an effective state with a simple exclamation, naming a subject, answering a question and ending with an independent extended statement. The transition from a word and phrase to a whole statement involves varying degrees of thought and memory. The results of mastering the skill of speaking imply: the ability to conduct different types of dialogue in standard situations of communication within the thematic content of speech in compliance with the norms of speech etiquette adopted in the country of the studied language; the ability to create oral coherent monological statements (description/characterization, narrative/message) within the thematic content of speech; the ability to convey the main content of the read/listened text; presentation of the results of the project work completed with a volume, etc. [4].

Here are practical examples of educational informational content when teaching a foreign language, particularly when teaching speaking skills.

A good skill to improve your language skills is imitating English speech. *Englishcentral.com* provides thousands of videos on a variety of topics and durations. They include subtitles and are broken down by difficulty level. Watching the video, you need to sound like the speaker, imitating every detail (manner, intonation, accent, pauses and accents). After watching it, you are offered to do exercises, among which is a task on pronunciation. You can also learn from native speakers at *engvid.com*. The section *Pronunciation* contains the secrets of correct English pronunciation.

Separately, I would like to mention applications for smartphones and phones, which can be recommended to students to install and actively use in their free time: English Pronunciation or Sounds - *The Pronunciation App FREE*. With these apps, you can listen to the sound of English words, take oral comprehension tests, and record your voice and listen to it.

Youtube, where you can find a lot of videos with native speakers giving detailed descriptions of

the pronunciation technique. Videos are often equipped with detailed descriptions as well as illustrations interpreting the correct position of the organs of speech. Such videos can help you understand exactly how a particular sound should sound. You can learn British pronunciation on the *BBC Learning English channel* and American pronunciation on *Rachel's English.*

Computer-based learning programs and English video courses are of great interest to students, and they are best used in elective classes, where the structure of the lesson is less rigid. *The Duolingo* program can be installed as an application or studied online on the computer. Among the various tasks for learning English, there are exercises for practicing pronunciation. You need to pronounce the sounds of the word until they sound right.

One of the most popular foreign language learning apps on the App store and Play Market is *Lingualeo*. After the introductory test the application identifies the strengths and weaknesses of the student, developing a training program, according to the level of proficiency in the foreign language.

Teaching speech activities can only be done through communication, live communication. And this requires a partner. Computer programs and applications, however interactive they may be, can only provide quasi-communication (i.e. communication with a machine, not with a live person). The exception is computer telecommunications (online learning), when the student enters into a live dialogue (written or oral) with a real partner - a native speaker. The system of teaching a foreign language should be constructed in such a way that students are given the opportunity to get acquainted with the culture of the country of the studied language, it is necessary to teach them to respect the manifestations of this culture, that is to be capable of intercultural interaction [3, p. 41].

Such communication with native speakers is done with the help of Internet sites and applications. Nowadays, there are a huge number of websites which, with the help of multimedia technology, allow communication with native speakers. Preparing for such a lesson is a great challenge for the teacher. First, it is necessary to find the necessary thematic websites in English, then contact a native speaker, discuss the topic, and clarify the lexical and grammatical material that the students know. Secondly, it is necessary to prepare the students themselves for such work. Here we should offer the students a topic to discuss in class, learn the vocabulary, and pick up additional information. The most popular programs for video conferences are *Skype* and *Zoom*. You can find teachers, tutors, and native speakers at *Speak-English-Today.com*. This is an online meeting place for students and teachers of English from around the world who want to speak English.

As for the teaching methods in teaching speaking, the most effective and accessible in forming communicative competence are such methods as memorization of rhymes, role-playing games and dramatization at the initial stage, in discussion and intellectual games, virtual excursions, etc.

Formation of phonetic speaking skills, organization of communication in pairs and small groups takes place with the use of role-playing games based on simulation programs. The ability to inform, explain, approve, convince, congratulate, give a description, etc. Students are offered websites on a certain topic related to the topic studied in the textbook. For example, when studying the topic "*London*" students take a virtual trip around the city and talk about what they see. The platform for work in this situation can be *GoogleMaps*, as well as official sites of London attractions, for example *https://www.britishmuseum.org/* site of The British Museum, where you can visit certain exhibitions and familiarize yourself with the museum exhibits online. Pair work can be done in which students act out a dialogue between a London resident or guide and a visitor.

Here are some examples of comprehensive online resources that can be useful for planning a lesson in ELL instruction and practicing various skills: listening, reading, grammar, writing, speaking: *Rosetta Stone*, which combines proven teaching methods with

patented speech recognition technology to raise pronunciation to native speaker level. The *4Teachers.org.* platform helps teachers find online resources such as ready-to-use Web lessons, tests, rubrics, and interactive calendars. *ESL Gold* offers a wide range of activities for starting conversations, building first phrases, communicating in different life situations, and a variety of speaking tasks. The process of learning English is multifaceted. Here it is important to consider not only the formation of lexical and grammatical skills, but also the communicative component.

Conclusion

Thus, we can see that the use of digital technology allows us to expand the possibilities of the traditional teaching. The use of the Internet in the formation of speaking skills is appropriate at different stages of training, as digital educational content helps to diversify the same tasks, increases the motivational component of students, contributes to a better mastering of the material, increases the quality of knowledge, provide students with live communication with native speakers, raises the authority of the teacher. A teacher acts as an example of mastering information technologies, not only presents knowledge in an interactive format, but also teaches students information culture, integrating a variety of technologies into their lesson, making it modern and interesting.

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